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ABSTRACT

A study explored whether the use of a study guide would improve students' comprehension of content area material. Two groups of students in an eighth grade social studies class were involved: students in the control group received the usual instruction--the chapter was read orally and discussed in class--while students in the experimental sample were given a study guide, skimmed the material silently, and worked on the exercises in groups of two or three. A posttest on history revealed no statistically significant differences between the scores of the two groups. However, since both time and the amount of material were limited and since no information is available regarding the reliability of the method used, the results of this study can be applied only to these two samples. Reading in the content areas from grades four through twelve requires the integration of new knowledge with what is already known and involves sophisticated skills. Content area teachers must be aware of, model, and teach those reading and study skills that help students to better comprehend their reading assignments. Some strategies that have been used successfully to train students to acquire information on their own include the use of prediction guides, advance organizers, graphic organizers, study guides, and glossing. (Appendixes include the study guide and tables of findings.) (LLZ)

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IMPROVING THE LEARNING OF SOCIAL STUDIES USING STUDY GUIDES

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BY

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5/5/86

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ABSTRACT

Content teachers recognize the extent to which content is mastered when reading skills are utilized in instructions. Will the addition of study guides to the teaching of social studies improve the learning of social studies?

According to the results of using a reading skills based study guide for the teaching of the social studies content area, there was no significant greater, measurable student achievement. Motivation, self-direction and eagerness on the part of students is always a plus when teaching. If content teachers develop instructional tools that help students obtain these as suggested in this study along with the continued use of study guides success and significant positive student achievement may be noted.

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Reading and the knowledgeable use of reading skills is essential. Gaining comprehension from what has been read seems to be a major concern of teachers today, especially content area teachers. In many cases these two necessities, knowledgeable use of reading skills and comprehension, have not been given a direct association within the content area.

"Good teachers have always realized that the most effective learning situation is one in which the teacher adjusts the class requirements to the individual differences present in the group". (Kratzner 1979). In this study sixth through eighth graders from social studies classes were used to try to build responsibility and reading skills. Reading skills were chosen as the central focus of the program rather than isolated social studies information because according to the Gallup Poll most parents felt schools should devote more attention to teaching the basics and when defining the basics most people list reading first. (Kratzner 1979).

Study guides are provided by teachers to help students fuse content and process when learning independently from the text and to close the gap between the demands of the text and the abilities of the learners. The rationale for an integrated approach is that students need to gain new knowledge from textual materials and that it takes processes to gain that content. Richgels, in 1984, also stated that the need to integrate content and process is necessary for students to learn from text materials. In his study he discussed the use of teacher directed study guides or a Gloss II, which is a similiar but stronger approach. (Richgel 1984).

Students must understand that they cannot read their science and social studies assignments in the same way

they would read a novel. (Schilling 1984). There is a difference between reading for studying and reading for pleasure. Schilling concluded that there are many study skills that can be taught to intermediate grade students. Students deserve and need to gain the confidence that understanding and using study skills can be a great asset.

The literature often suggests that using advanced organizers to help students master their content area reading(Karahalios 1979). In this study one teacher used a one week unit of material with seventh graders. She found that there did appear to be an increase in the posttest performance. There is an increasing acceptance of the point of view that the principle place to provide reading instruction is in the content area classroom, as part of the regular curriculum of each subject (Herber 1970). There has been a great deal written about the problems students have with mastering information from their text. Commonly suggested reasons for these problems include the fact that many teachers assume students have mastered the basic reading and or studyskills necessary for learning in their subject area. Therefore they made no special provisions for assistance.(Karahalios 1979).

Successful reading of content area material usually requires the reader to grasp generalizations and difficult concepts. Students who come to this reading situation with past experiences to draw upon are better prepared for the task (Lewis. 1979).

Research as suggested above, as well as academic discussion has suggested numerous ways of giving a direct association to these necessities within the content area. This study was established to explore one of these methods: the possibility of improving comprehension in a

content area with the use of reading skills.

As students progress through the educational system it is necessary for them to be able to comprehend material presented in the content area classes. Yet there appears to be an increasing number of students having difficulty with content area material such as social studies. In many cases completion of coarses such as social studies are required of students to fulfill graduation requirements. In addition many systems are requiring that the students pass a test to demonstrate knowledge and the ability to apply gained knowledge to a varity of given situations. What methods can be utilized to help students master content area materials? Do study guides improve learning? Could the use of study guides help students realize a use for many isolated skills they've been taught?

With so much attention being focused on educational requirements and application of skills, students are required to take more content area courses. Stress is also being placed on the application of acquired skills, the use of multi-skills, not isolated application or the narrowest application. Educators usually supply students with most of the basics and, because that is so time consuming, little or no time is spent on the application or use of numerous combinations. This is especially true as it relates to study skills and the content area. Students rarely allow skills to naturally cross over from one subject area to another. Reading skills are rarely applied to math, or math skills to science, or language skills to social studies.

Once students realize that the use of these skills will enrich their understanding of other materials and in many cases make the material comprehendable, they would

embrace this established connection. Teachers find that students will avoid an assignment or task because they feel overwhelmed by it or just don't know where to begin. For many of these students obtaining usable knowledge of a way to get started would provide a key to an otherwise locked door.

Some systems require or strongly suggest that content area teachers teach reading skills, especially those needed for comprehension. How meaningful would this be for the student and the teacher if these skills were taught using the content area materials? How effective would it be if students could see how these skills once learned could be of great benefit?

HYPOTHESES

The addition of study guides to the teaching of social studies will not improve the learning of social studies.

DEFINITIONS

STUDY GUIDE - A group of activities prepared in advance designed to help the student organize information from the chapter and to suggest the use of applicable skills to the task.

CONTENT AREA- Subject classes such as social studies or science.

PROCEDURE

For the pruposes of this study a comparison of the achievement of two groups of eighth graders from a self-contained class was made. The class contained twenty-eight students with a variety of reading levels as indicated by their CTBS scores. They were divided,using a random numbers list, into two groups of fourteen. One group acted as the control sample and the other group be-

came the experimental sample. Both samples studied chapter 3, "The First Colonies" from the 1977 edition of We The People: A History of theUnited States by D.C. Heath & Compnay. Class schedules were modified so that each sample hadtwo fifty minute periods a week for instruction without the other sample being present in the room.

Students in the control sample were instructed as usual. The introduction to the chapter was read orally and discussed using the questions provided by the publisher. The vocabulary words were read orally and the definitions were discussed briefly. The parts of the chapter were assigned as homeowrk requiring that the questions be answered. During the assigned class period following a homeowrk assignment, the class orally went over the questions and were asked to correct their papers Maps were looked at and discussed briefly and there was, as well, a brief discussion of the time line. It was suggested that the students should study in pairs or small groups and were reminded to use the pictures and other illustrations as aids to study. Each student completed one map using different colors to illustrate the different areas of settlement. Students in the control sample were also given a publisher-made test at the completion of the chapter.

The students in the experimental sample received a study guide the very first day. They were allowed to skim the guide and the chapter silently. The group then, without the use of the text, were introduced to the vocabulary words and the major concepts contained in the chapter. The SQ3R technique was discussed and the group applied the first two steps. The reading of the introductory story was done by one student and a discussion

followed. Reading of the chapter was assigned as homework. Students were not required to answer questions the same night as they had read. The questions were completed only after all study guide activities related to the section were completed.

The study guide material included vocabulary exercises of different types, matching puzzles, catagorizing, as well as some that used open ended discussions. Major concepts were outlined and content objectives were listed for the chapter. An uncompleted model for the chapter and the key concepts and vocabulary was also given out. The guide included questions on all three levels of comprehension literal, interpretive and applied, with page references for quick checking. There was also a framed paragraph that usedmajor concepts and key vocabulary.

Each day's lesson was introduced with a review of the past lesson and a statement of the day's objective. All time in class was spent doing things orally or in small groups of two or three. All class sessions ended with a summary of the lesson and a preview of the next lesson using the study guide. Students also completed the same map exercise as the control sample an indication of the location of the different settlements, but they completed it as a homework assignment.

At the end of the chapter the students took part in an organized review. They were given the same publisher-made test as the control sample.

RESULTS

Table I shows the mean, standard deviation, and t values used in comparing the mean grade equivalent reading scores of the experimental and the control samples on the Comprehensive Test of Basic Skills at the outset of

the study. Although the samples were developed using random procedure, a check on their equivalent in reading was deamed desirable since reading proficiency could affect achievement in history.

Table I

Means, Standard Deviation and t of "Samples on the C.T.B.S.

Sample	Mean	Standard Deviation	t
Experimental N=14	6.63	2.62	.18
Control N=14	6.48	1.56	

These scores were those received on the CTBS test given to all the seventh graders in the district in May of 1985. The above data indicates that there was no significant difference between the means of the two samples. While the experimental sample had a two month advantage as indicated in the mean score at the time of the test, the make-up of the sample was essentially the same.

Table 2

Mean, Standard Deviation and t on the Results of the History Test Chapter 3

Group	Mean	Standard Deviation	t
Experimental N=14	72.29	20.50	.98
Control N=14	64.78	20.14	

Following instruction, as noted in procedure, a post test on history learned utilizing the publishers test for chapter 3 was administered.

As can be seen in table 2 the scores achieved on the history test by the two samples showed a difference of almost eight points when comparing the mean scores in favor of the experimental sample.

This difference may appear sizeable, but as indicated by the t value of .98, that is not statistically significant.

CONCLUSIONS

Will the addition of study guides to the teaching of social studies improve the learning of social studies?

The importance of the problem suggests that the problem of reading and the content area must be addressed. Some form of strategy needs to be applied that will assist the student with the content material as well as develop the necessary reading skills needed for success.

The data from the study indicated no real level of significance that can be attached to the results produced using the indicated procedure. It is important to recognize that the results of this research can only be applied to these samples. The time and amount of material involved were both limited. It might also be that the results do not really reflect true differences between the samples since there is no information available on the reliability of the method used to study social studies achievement and this may have low reliability. If the procedure were used over a longer period of time and or with more or different materials the results might be much more impressive.

According to the indicated results there was a 7.51 difference in the mean scores of the two samples in favor

of the experimental sample. This in itself is not a large enough difference to be statistically significant. Yet it was noted that the members of the experimental sample were positively motivated by the results of their tests. The members of the experimental sample expressed a desire to "continue doing Social Studies the new way, found it really wasn't so bad, it was fun, it made sense for a change!" Interest was sparked in the control sample once they were scheduled to have social studies with the experimental sample and heard or saw their peers using the skills they had acquired.

Motivation is a key in learning and when one notes the new found interest as well as a sense of contagious motivation, the results should be seriously considered for further study and viewed in terms of being a small step but in the right direction.

RELATED LITERATURE

The problem of poor comprehension in the content area has presented quite a challenge for today's educator. Content teachers have often expressed concern over the fact that although students can "read" their textbooks, they just don't understand what they read. (Thelen 1982) Most content teachers are justifiably concerned with students' poor comprehension. Although textbooks must serve students with diversed reading abilities, they are often too difficult for poor readers. (Olson 1982) Reading skills are the means by which one learns the content of the material read. The object of reading instruction in the content area is to help students develop a sense of the reading process.

According to the Gallup Poll as stated by Kratzner (1979), most parents felt students should devote more attention to the teaching of the basics and when defining the basics, most people listed reading first. Yet, it is also important to be aware that what has in many situations been labled as reading problems in the past are in fact comprehension problems. It has been stated that the most important single factor influencing learning is what the learner already knows. One must ascertain this and teach accordingly. "For students who are to read complex expository text that contain extensive unfamiliar content, some form of pre-reading instruction is essential". (Vaughan 1982)

Gerber (1978) writes that there is an increasing acceptance of the point of view that the principle place to provide reading instruction is in the content area classroom as part of the regular curriculum of each subject. Keeping this in mind we needed an understanding of what successful reading of content area materials would require. Lewis (1979) concluded that it usually

requires the reader to grasp generalizations and difficult concepts. Students who came to a reading situation with past experiences to draw upon are better prepared for the task. A reader of limited experience and thus a narrower conceptual framework in the content area customarily experiences frustration and failure. Reading teachers have been saying for years that students can be frustrated, irrated, and demeaned by being required to attempt tasks at which they cannot hope to succeed. (Hansell 1976)

A constant aim in education is that what students learn in one situation can be transferred and applied to comparable situations. Much of what is taught is based on the idea that students acquired this ability. Were it not possible for students to transfer knowledge from one subject area to another and one grade level to another there would have to be the continous reteaching of everything students need to know. This is impossible, impractical and unnecessary.

Karahalios (1979) concludes that many teachers assume students have mastered the basic reading and study skills necessary for learning in their subject area and therefore make no special provisions for any real assistance.

Herber states that teachers can provide instruction in how to read the content material so that students are not dependent on this transfer. It is helpful for content teachers to think of a factor beyond transfer when they consider ways to help their students read the coarse materials. It is important that there is a transformation or adaptation of skills. Students must learn to adapt skills to meet the peculiarities of each subject they study. There must be a "horizontal transformation"

as students adapt reading skills to various subjects within a grade level.

There is or should be an organization within, around and about everything students study and learn. When students develop a sense of this structure they are usually better equipped to become independent learner; they have a better grasp of both the content and the process related to the subject. Richgels (1984) suggests that recent thinking on helping students learn from texts recognizes the need to integrate content and process. The rationale for an integrated approach is that students need to gain new knowledge from textual materials and that it takes processes to gain that content knowledge. Logically, using basic texts and resources materials as vehicles for teaching and reinforcing subject-related reading skills would be a positive direction in which to move.

Research indicates that most reading done in the content area for grades four through twelve requires comprehension and study skills of a much more sophisticated nature than those usually found in the early reading instruction. Unfortunately, so much time, energy, research, and money have been spent on the early reading skills that relatively little has been done to study these more advanced aspects of reading. Thus subject-area teachers have not learned how to teach students how to read the required materials in their subjects, nor have reading personnel had much to say to the content-area teacher as to what skills should be taught and how they should be taught. Reading skills like many other skills are applied at many levels of sophistication. As it should be, the students as they progress through the grades they encounter increasingly sophisticated

materials. The concept load is heavier, the ideas more abstract and the information is increasingly more concentrated. The basic skills learned in early reading instruction contribute to a student's ability to handle such requirements but they are not really sufficient. Students must learn how to adapt know skills, and even learn new ones to meet the demands of increasingly challenging materials. Some do make the adaptation necessary for real success, in many cases with great difficulty, many others do not. Consistent instructional intervention is necessary for students to express maximal growth through the grades (Herber 1978).

"The goal of readiness to read in content area," as concluded by Vacca (1977)," presumes that students will be mentally and psychologically prepared to begin a reading assignment in a state of mind which will promote learning." In many instances this is not the case. It is necessary for the content area teacher to help students to link the "given", what they should already know or the skills that they have, until the "new" what they are about to learn. Content area teachers are in a position to increase their instructional repertoires and approach readiness from a wider intellectual prospective.

Phelps (1984) indicated that successful lessons are usually well-structured lessons. They are the results of careful, thoughtful planning on the part of the teacher, a process of making decisions about what will be taught and how it will be taught. In clearly-stated organizing concept will help the teacher to unify the material to be taught and to see more clearly what methods will be appropriate for presenting the material to students. Taking the time to "spell out", the concepts clearly as they plan can make the difference between a mediocre

lesson and a truly effective one. By giving the lesson a sharp conceptual focus, they can avoid giving students activities which just occupy their time without contributing either to their understanding of the content or their ability to use their reading materials. Deciding on an organizing concept is an important first step in establishing where a lesson is going and how it will get there. This first step is made more meaningful and far reaching if the content area teacher develops some type of study guide for student use.

One type commonly used are prediction guides. Nearly everyone likes to make predictions and then find out if they are correct. It makes excellent sense to capitalize on this to improve instruction. A formal prediction guide is usually written by the teacher and responded to by the student. Informal prediction is usually initiated by the teacher, students then use the teachers' directions to generate their own questions or informational guides. The use of informal prediction is a good way for content teachers to integrate reading methodology into their subject matter. Properly used prediction, is a simple but highly effective method of encouraging students to learn content material. (Nichols 1983)

Hansell (1976) states that student centered pre-reading activities require the student to think about, discuss, or guess about the content of the selection. Students then read to test their hypothesis. Since the student centered activities rely completely on student responses, questions and guesses, this category seems far more likely to convince those students that they know more than they think they do. Student centered pre-reading activities are a means for teachers to reduce and

in some cases prevent student frustrations, caused by reading difficulty, and to facilitate the development of content goals.

The literature often suggests using advance organizers to help students master their content area reading. By providing students with organizers it is suggested that it gives them cognitive pegs on which to hang new information and leads to more meaningful learning. Karahalios (1979) states that it seems obvious that students who receive preparatory instruction will do better than students who do not receive such instruction. In this study seventy-six seventh grade students were randomly assigned to one of thru treatment groups. Each group received pre-reading instruction in different degrees. Within these limitations the results indicated a significant difference between the groups receiving the greatest and smallest amount of pre-reading activities in the form of advance organizers or guides.

The use of advance organizers which included written and verbal material and expository or didactic presentation of important generalizations prior to reading was suggested by Ausubel. Bruner seemed to be suggesting that the classroom teacher should replace all expository teaching with teaching by the discovery methods. A combination of the two approaches has much to offer reading specialists and content area teachers, who are concerned with increasing students comprehension. Having had the guided experience they would be able to visualize, understand, agree with discussions, interput charts and even clarify some things observed during the activity phase but not fully understood. Lewis (1979) concludes by stating that perhaps the students frustrations in a particular content area would be considerably reduced.

Vacca (1977) suggests that advanced organizers, if constructed and used properly, would enhance learning and aid retention because they tend to clarify and organize an individual's cognitive structure prior to a learning task. Advance organizers presumably contain the necessary relevant "subsuminey concepts", which enable learners to fit new meaning into previous framework.

Another commonly used organizer is the graphic organizer. These are visual and verbal presentations of the key vocabulary or main concepts in a new learning task in relation to subsuminey and or term that presumably have previously been incorporated into the learner's cognitive structure", as defined by Boothby (1984). Children as young as fourth graders do appear to benefit from graphic organizer instruction. The study also stated that the students in the experimental group performed, on average, almost one standard deviation above those in the control group.

Tutolo (1977) writes that a study guide is a teaching aid written by the teacher to be used by the student to assist the student in developing reading skills for the purpose of enhancing comprehension of textual material. The guide represents a plan or strategy to be followed by the learner to enhance comprehension. Guides can be designed to lead students through levels of comprehension from literal, to interpretive, to applicative. The purpose of the study guide is to prepare a plan for reading the text, the use of the study guide hopefully makes textbook teachingf easier. It should make it possible for more students to be successful in their reading. A study guide according to Tutolo (1977) provides the needed strategy. A study guide is designed to lead students directly to desired text information; it also is

meant to increase reading-learning abilities by modeling for students the process necessary to gather the appriate information (Moore 1973).

Olson (1982) states that study guides help students with poor reading skills. The guides focus students attention on the reading thinking process required for comprehending the text and they help students identify and locate important concepts.

The need to integrate content and process is illustrated by the many kinds of comprehension guides recommended for use in the "during reading" stage of a lesson. They are provided by teachers to help students hopefully fuse content and process when learning independently from the text and to close the gap between the demands of the text and the abilities of the learner. (Richgels 1984)

Another guide used is the gloss notation, it is similiar in form to a study guide but more highly focused. Richgels (1984) srites that studies comparing comprehension of student using glossed and unglossed material were not conclusive though very positive student and teacher reactions were reported. Like guides gloss consists of notations to guide students through text materials giving students the opportunity to develop and apply effective behaviors for learning from the text.

Herber (1978) indicated that sometimes a genuine concern for the development of students' reading skills can jeopardize their study of the content of the various coarses in which one must enroll. Some programs, for example, require all teachers to devote one class period per week to reading instruction and the other four to instruction in the content of the curriculum. This means that twenty percent of the instructional time is devoted to reading and eighty percent to content. Because

most teachers believe that one hundred percent of their time is not sufficient for dealing-with the content of their curriculum, they logically will resent devoting twenty percent to reading instruction, especially when they have not been educated to do so.

It was reported by Alvarez (1983) that researchers have investigated various instructional methods which are developed to foster reading comprehension and provide transfer of content learning. Two strategies designed to improve reading comprehension are pre-organizers and guided instruction. This study investigated the effects of using these two strategies in the same content area. The findings were consistent with the notion advanced by Ausubel that clarifying and providing the reader with prior structure on which to map incoming material leads to increased comprehension of a related reading.

Whether teachers use study guides often or rarely or create extensive or meager guides, study guides are an excellent instructional strategy, helping students at all levels master the essential concepts of the textbooks (Olson 1982). Schilling (1984) writes that students deserve the confidence, the understandingthat using study skills can give them. Students must attain independence, that is the ultimate goal, the proper use of study guides can assist the obtaining of that goal. Students use the process to acquire new content on their own, to rely on themselves to successfully complete new reading assignments. They are helped through the use of studyguides to conbine process and content for successful learning from content area text. (Richgels 1984) Teachers are responsible for helping students acquire vast amounts of facts and generalizations. However training students to acquire information on their own is of great importance.

Moore (1983) quotes anaphorism, "Give me a fish, and I eat for a day. Teach me to fish and I eat for a lifetime."

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APPENDICES

Table 3

Grade Equivalent Scores in Reading at the Control Sample

6.8	9.8	4.5
8.4	5.8	5.5
5.3	6.0	5.9
5.6	5.3	9.2
6.1	6.5	

Grade Equivalent Scores in Reading of the Experimental Sample

2.3	7.8	7.9
5.4	10.9	5.4
10.9	5.8	4.6
4.8	6.1	10.5
5.5	4.9	

Table 4

Post-test Raw Scores of the Central Sample

87	97	52
84	48	61
87	58	39
26	58	77
68	65	

Post-test Raw Scores of the Experimental

39	94	87
74	87	81
35	90	77
61	39	77
81	90	

Study - Guide

Social Studies

Grade 8

Chapter 3

CONTENT TOPICS

1. Reasons for Colonization
   - A. Riches
   - B. Political
   - C. Freedom
   - D. Adventure

II. Hardships and challenges found in the new land
   - A. Interaction with the Indians
   - B. Settlement in the new world
   - C. Adaption to the environment

III. Lasting effects

CONCEPTS

1. European groups came to America as a relult of different motivations.
   - A. The Spanish came for national wealth.
   - B. The French came for national and individual wealth.
   - C. The English came looking for a better life.

II. Different ports of entry dictated different life-styles.
   - A. The Spanish used Southern entry ports.
   - B. The French used Northern entry ports.
   - C. The English used the Eastern sea coast.

III. The environment and interest determined the different lifestyles of each group.
   - A. The Spanish sought and found gold, adventure and temporary colonies.
   - B. The French sought and found opportunity for fur trading, fishing and farming.
   - C. The English sought and found opportunities for freedom and an abundance of rich soil.

PATTERNS OF ORGANIZATION

I. Cause and Effect
II. Comparison and Contrast
III. Simple Listing
IV. Time Order

NOTE: Simple listing sum to be the only clean cut pattern of organization, however a complete overview of the chapter shows that it lends itself to the above listed patterns.

LEVELS OF COMPREHENSION

LITERAL

_____Many people from Spain came to the New World to look for spices and gold. p.59

_____The Indians suffered under Spanish rule. p.59

_____The colonies helped to make Spain a rich and powerful nation. p.60

_____Magellans proved the world was round and that American continent was not a part of Asis. p.58

_____Cartier discovered and claimed the land called Canada for France. p.64

_____Cabot explored the East Coast of North America and claimed the land for Spain. p.70

INTERPRETIVE

_____France hoped to gain riches from the New World.p.64
_____The relationship between the French fur traders and the Indians was not beneficial to either. p.64
_____Survival in Jamestown was difficult. p.71
_____The Spanish were greedy colonists who would let nothing stand in their way. p.59
_____The colonies helped to make France a rich and powerful nation. p.66

APPLIED

_____The drive for adventure often leads people to discover new things.
_____Everyone benefits from exploration.
_____Greed sometimes brings about destruction of valued things.
_____The motivations of a group dictates the outcome or end result.

INTRODUCTORY ACTIVITY

MISSING CONSONANTS VOCABULARY EXERCISE

Directions: The consonants have been left out of these words. Read the definitions and fill in the missing consonants. Use the vocabulary words.

conquistadors	legislature	voyagers
indentured	colonists	charter
convert	exploration	adventure
settlements	passage	plantation
settlers		

a_ _ e _ _ u _ e 1. To engage in daring undertakings.

e_ _ _ o _ a _ io 2. The act of traveling for purposes of discovery in regions previously unknown or little known.

_ e _ _ _ e _ _ 3. People who have come to live in a new land.

_ _ a _ _a _ io_ _ 4. Large farm with many workers living on them.

_ a _ _ a _ e 5. A route or way from place to place.

_ e _ _ _ e _ e _ _6. Communities of people within a colony.

_ o _ o _ i _ _ _ 7. People who live in colonies.

_ _ a _ _ e _ 8. Paper giving someone the right to do something.

_ o _ _ e _ _ 9. To cause people to change their beliefs or way of living.

I _ _ e _ _ u _ e_ 10.Working without pay for a number of years.

_o_ _ui_ _a_o_ _ 11. Spanish conquerors of South or Central America in the Sixteenth

century.

_ o _ o e a _ 12. Part of a government; a group of people who make laws.

VOCABULARY

adventure	passage	charter
settlers	settlements	problems
plantation	convert	supplies
conquered	colonists	identured
suffered	canoe	legislature
colonies	governor	self-government
govern		opportunity
claim		
mines		

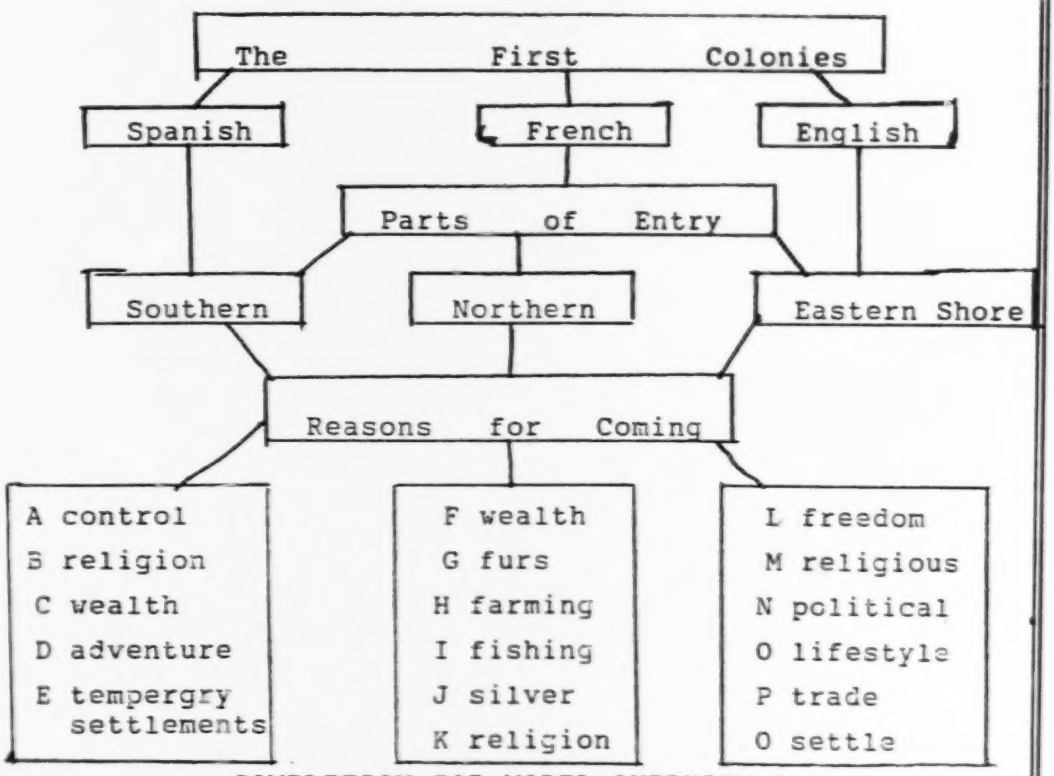
Discuss words, then form four list similiar to these using students input.

new words new concepts	new words old concepts	old words new concepts old-new	old words old concepts old-old
passage	plantation	conquered	supplies
charter	convert	governor	canoe
identured	colonies	govern	supplies
claim	colonists	self-government	problems
legislature	settlements	opportunity	suffered
motivation		settlers	adventure
conquistadors		mines	profits
voyagers			

EUROPEANS START COLONIES IN AMERICA

COMPLETED STRUCTURED OVERVIEW (TYPE A)

A



COMPLETION FOR MODEL OVERVIEW A

REASONS FOR COMING

Spanish

A. The Spanish wanted _____of land and sea.

B. They also wanted free religious for all (theirs).

C. The Spanish were greedy and wanted _____.

D. They usually wanted adventure.

E. The Spanish made _____ in the new world.

French

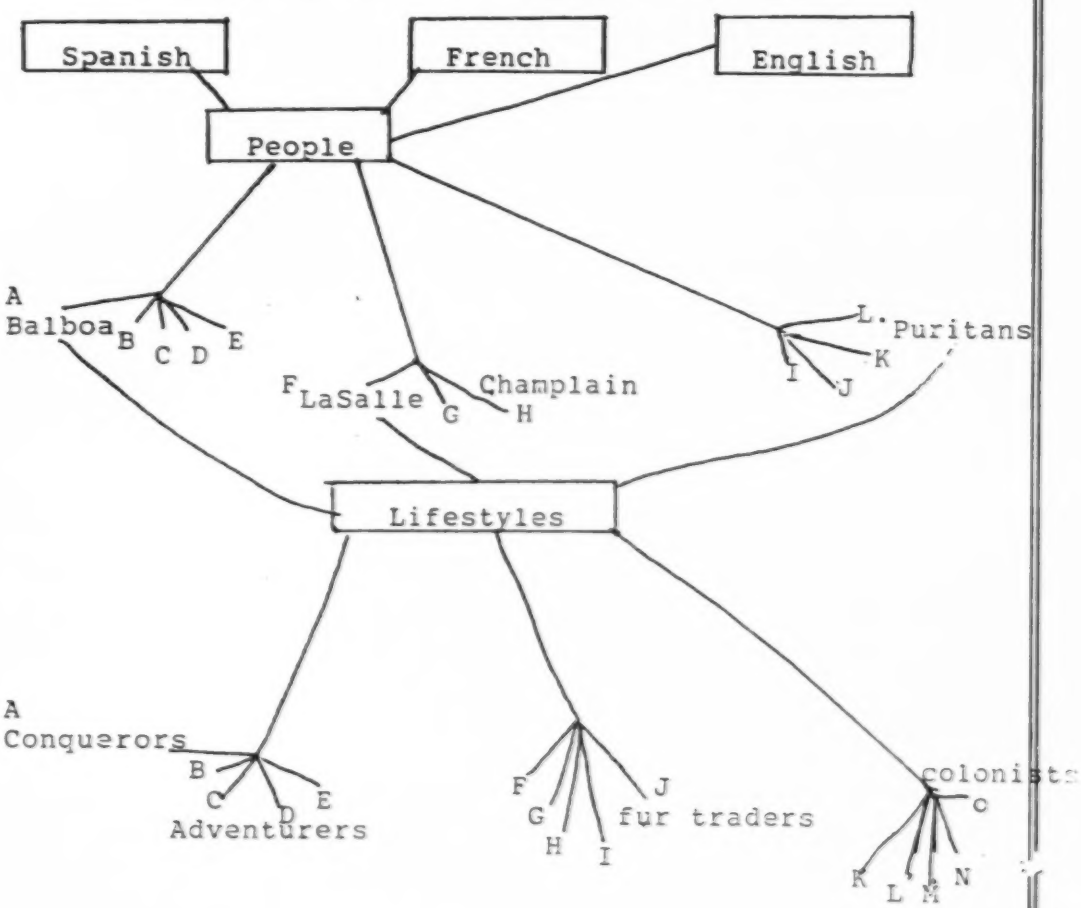
F. The French wanted land and _____.

G. The French became wealth in the new world by trading furs.

B

(CONTINUED OVERVIEW) (TYPE B)

Not COMPLETED - COMPLETE IN GROUPS OF 4



Write one factual statement for each lettered finger of your model once compldted. You may add extra ones if necessary.

H. Farming was great in the French areas.

I. _____ is seldom done in other areas in such a profitable way.

J. _____ is valued in France.

K. The French wanted _____education for all (theirs).

English

L. The English wanted _____of many things.

M. _____freedom was of major importance to all.

N. Political involvement was encouraged for more.

O. A real change of_____ was found for most.

P. The English need trade for survival.

Q. Most wanted to _____in the new world for land, freedoms and hope for their future.

WHICH WORK? In these groups of sentences, write the correct word in the blank. The three words to choose from are listed beside each group.

govern
conquered
colonies

The Spanish explored and (6) _____ many lands in the New World. These lands became (7) _____of Spain. The King of Spain chose men to (8) the colonies.

governor
passage
colonists

French explorers searched for a (9)_____ through the continent of North America. The king of France chose a (11) _____ to rule New France.

legislature
self-government
charter
governor

The King of England gave a (12) _____ to the London Company for a settlement in Virginia. In Virginia the settlers chose members of the (13) _____. The (14) _____was chosen by the Company. Settlers in Virginia has much (15) _____.

VOCABULARY ACTIVITY FOR REINFORCEMENT

Use your vocabulary words to answer the questions.

1. **Find a three syllable word to complete this sentence. Hunting wild animals in Africa is a great** _ _ / _ _ _ / _ _ _ _
2. **Find a three syllable word that means large farms with many workers living on them.** _ _ _ _ / _ _ / _ _ _ _ _
3. **Find a three syllable word that means land and people ruled by another country.** _ _ _ / _ / _ _ _ _
4. **Find a two syllable word that means to rule, control.** _ _ _ / _ _ _
5. **Find a three syllable word to fill in the blank. People from Europe started many** _ _ _ / _ _ _ / _ _ _
6. **Find a two syllable word meaning a type of boat.** _ _ / _ _ _
7. **Find a three syllable word that names a person who rules.** _ _ _ / _ _ / _ _ _
8. **Find a two syllable word that explains things to be worked out; hard questions to be answered** _ _ _ _ / _ _ _ _
9. **Find a four syllable word that explains the group of people who make laws** _ _ _ / _ _ / _ _ / _ _ _
10. **Find a two syllable word that means to feel pain or hardship.** _ _ _ / _ _ _ _ _

```
    P L A N T A T I O N
    A         D             I
    S         V             N
    S       L E G I S L A T U R E
C H A R T E R   N             N
L   G           T             T   O
A   E           U             U   P
I               R             R   O
M I N E S       E   C O N V E R T   R
                        D       U
                                N
                  C O L O N I E S
                                T
                                Y
```

Using the crossword puzzle you must supply clues or statements to match. Pretend that you work for a company that publishes puzzles. Using the history test, all clues should relate to history.

* Use in group of 2 at the bottom of exercise.

Across	Down
1.	1.
4.	2.
6.	3.
7.	5.
8.	6.
9.	

Example

Across	Down
1. a large farm	1. Explorers were seeking an all water _____ to the East.
	2.
	3. worked for a number of years without pay in return for passage.

COMPARISON AND CONTRAST

NAME _____ CHAPTER 3

These sentences are about the colonies of Spain, France, and England. Circle S if the sentence is about Spain, circle F if it is about France, and circle E if it is about England. Give only one answer for each question.

S F E 1. This nation gained wealth from the tobacco trade.

S F E 2. This nation gained wealth from the fur trade.

S F E 3. This nation gained wealth from mines in the colonies.

S F E 4. The settlers made slaves of the Indians.

S F E 5. The settlers drove the Indians away and took their land.

S F E 6. Indians helped the settlers start trhe fur trade.

S F E 7. Most settlers in these colonies found freedom and opportunity.

S F E 8. The settlers built plantations and beautiful cities in these colonies.

S F E 9. Few people from Europe settled in these colonies.

TELLING THE DIFFERENCE

Tell whether each of these items is about the Spanish (S), French (F), or English (E) colonies.

_____ 1. made friends and traded with the Indians

_____ 2. grew and traded tobacco

_____ 3. gained wealth from gold and silver mined by the Indians

_____ 5. traveled inland on the lakes and rivers

_____ 6. shared in making their laws

Directions (Find the missing word) Using your vocabulary sheet, read the statements and fill in the empty spaces with the missing words. When you have completed all ten missing words, there will be (inside the circle) your mystery word that pulls together the entire chapter.

1. The Spanish had many Indians working in _____ or on plantations.
2. The Indians used these small narrow boats called _____, for swift travel.
3. Many English settlers had _____ giving them the right to begin their colonies.
4. The _____was chosen to make new laws in some English colonies.
5. Many Spanish explorers came looking for _____ and riches.
6. Explorers were looking for a shorter _____that would improve travel time.
7. An _____servant agreed to work a number of years without pay.
8. The explorers would _____ the land even when Indians were living there.
9. The New World offered _____ to the settlers from England.
10. The missionaries tried to _____ the Indians to their religious beliefs and lifestyles.

FINDING A SEQUENCE

For each of the following pairs of sentences, tell which happened first (1) and which second (2).

1. _____England builds a successful colony in America.
   _____England defeats the Spanish Armada.
2. _____People know that the earth is round. _____
   Magellan's ships finish their voyage.
3. _____Cortes and Pizarro conquer Mexico and Peru.
   _____The Aztecs' and Incas ways of living are changed
4. _____French explorers discover the Great lakes and Ohio River. _____Montreal becomes a center of the fur trade.
5. _____The London Company lets settlers choose members of the legislature. _____The king gives the London Company a charter.

Answers may vary. Accept any answer that student can defend using some logic.

1. **Allow sutdents to work as individuals.**
2. **Form small groups 3-4 students have them discuss and form one group list.**
3. **Form a class list.**

Possible answer - partial list

PERSON	PLACE	THING
motivation	claim	charter
charter	passage	
indentured	colonies	
conquered	mines	
	canoe	

II. **Using the vocabulary words we've discussed select those that best serve as replacement words for the words listed below.**

1. license -
2. chance -
3. change -
4. rule -
5. route -
6. defeated -
7. reason -

COMPARE AND CONTRAST: FRENCH AND SPANISH COLONIES *Tell whether each of these statements is about the Spanish colonies (S) or the French colonies (F). Some sentences may be about both (SF). The first one is done for you.*

SF 1. The first explorers were looking for gold.
__ 2. The first explorers found riches of gold and silver.
__ 3. The first settlers made slaves of the Indians.
__ 4. The first settlers treated the Indians well.
__ 5. The colonists had no self-government.
__ 6. The colonists wanted to convert the Indians.
__ 7. The colonists sent gold and silver back to Europe.
__ 8. The colonists sent furs back to Europe.
__ 9. The colonies were ruled for the good of the country that started them.
__ 10. Settlements were begun in about 1600.
__ 11. Settlements were begun in about 1500.
__ 12. The colonists built huge plantations.
__ 13. The first explorers claimed all the lands they found for their country.
__ 14. The colonists brought slaves from Africa.

MAKING A CHOICE *Circle the letter of the item that is the best answer.*

15. Magellan's voyage proved that *a* Columbus was wrong. *b* America was a part of Asia. *c* the world was round. *d* you cannot get to the East by sailing west.
16. When Cortés first saw the city of Montezuma, he was surprised because it *a* was so well-built and beautiful. *b* was small and poor. *c* had no running water. *d* had very few soldiers.
17. The Virginia colony was different from the colonies of Spain or France because *a* the first settlers were not looking for gold. *b* the colonists took part in governing. *c* the first settlers had a hard time. *d* its settlers had no trouble getting food.
18. The product that finally brought wealth to the Virginia Colony was *a* gold. *b* tobacco. *c* furs. *d* corn.
19. One event that helped English settlements in the New World was the *a* loss of the Roanoke colony. *b* first voyage of Champlain. *c* defeat of the English by the Spanish in 1588. *d* defeat of the Spanish by the English in 1588.
20. The legislature of Virginia was chosen by *a* the governor. *b* John Smith. *c* the settlers. *d* the London Company.

TRUE–FALSE *Write "T" if the sentence is true and "F" if it is false.*

__ 21. The lives of the Indians in Mexico changed little after the Spanish conquered them.
__ 22. The French explorers came to the New World more than a hundred years after Columbus.
__ 23. Cartier was looking for a passage to the East.
__ 24. The climate of Canada made starting colonies there very difficult.
__ 25. The French fought against the Huron Indians.
__ 26. England claimed land along the east coast of North America because John Cabot explored there.
__ 27. Indentured servants worked for their owners for life.
__ 28. John Smith was well liked by the settlers of Jamestown.

WHAT ARE YOUR REASONS? *You have read that after the early settlers at Jamestown were given their own land, they began to work harder. Give three reasons why this might have happened.*

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